

Missouri First-Year Educator Surveys

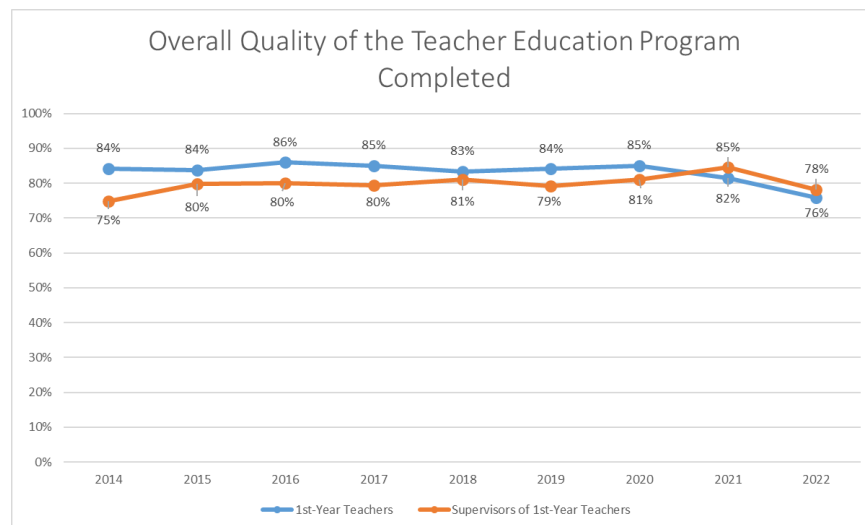
2022 Executive Summary

Since 2007, the Department of Elementary and Secondary Education (DESE), in collaboration with the University of Missouri's Office of Social and Economic Data Analysis (OSED) and, more recently, the University of Missouri's Institute of Public Policy (IPP), has surveyed first-year teachers in Missouri public schools and their supervisors each spring. Together, the two surveys form a statewide data collection effort known collectively as the First-Year Teacher Survey. Similar surveys aimed at first-year principals and school counselors began in 2009 and 2017, respectively.

This document provides an overview of the data collected during the spring of 2022. Detailed results can be found at the Institute for Public Policy's *Missouri's First Year Educator Survey* site (<http://apps.oseda.missouri.edu/firstyear/Default.aspx>), and DESE's Office of Educator Quality charts the results in PowerPoint presentations available on its page dedicated to the surveys (<https://dese.mo.gov/educator-preparation-first-year-educator-survey-information>).

Readers should be aware of some limitations on these data. Surveys are sent to all educators identified by their supervisors as being in their first year of a particular position. These data include responses from long-term substitutes and educators with provisional certificates who are just beginning their preparation but are also in their first year. Since the focus of these surveys is the quality of *preparation*, DESE is working to generate reports based only on educators who have completed a preparation program.

First-Year Teacher



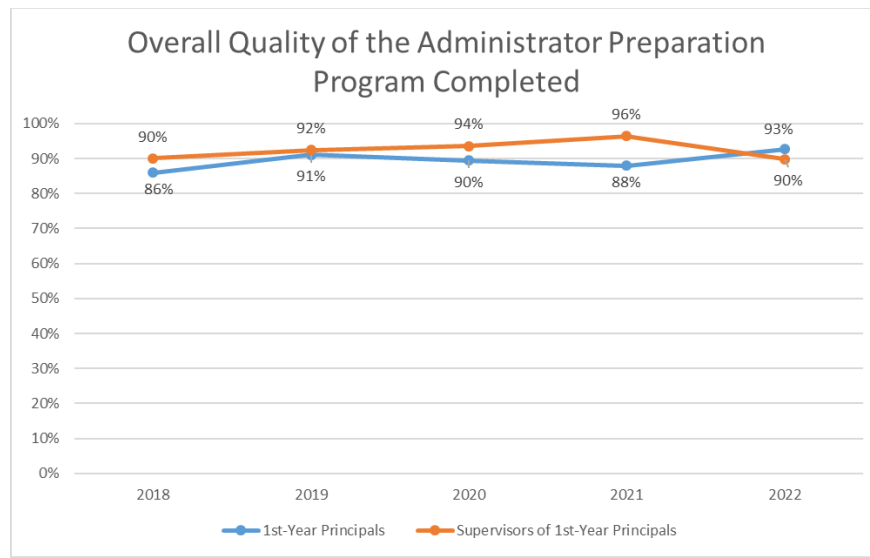
The First-Year Teacher and First-Year Teacher's Principal Surveys each have 37 questions directly aligned with the nine [Missouri Teacher Standards](#), as well as two additional questions about preparation to use technology and overall preparation. The response rate declined in 2022, with 68.4 % of teachers responding 68% of the time instead of 76% in 2021. The response rate for first-year teachers' principals was 71%, down from 76% in 2021. Below are some highlights.

- The vast majority of principals (78%) and teachers (75%) indicated that the preparation provided by the relevant education program was “Good” or “Very Good”. For 8 of the past 9 years supervisors have rated the quality of preparation higher than teachers rated it.
- Although criticism of teachers frequently focuses on the notion that teachers do not know the content they are trying to teach, 85%* of principals and 81% of teachers approved of the preparation that the teacher had received in the content area (Standard 1: Content Knowledge).
- Both groups also agreed that the teachers had been prepared to foster positive student relationships (Standard 5: Positive Classroom Environment).
- Teachers and their supervisors agreed that addressing the needs of exceptional children (Standard 2: Student Learning, Growth, and Development) is an area in which candidates could use more or different preparation. Both groups indicated that first-year teachers lack confidence in addressing the needs of English Language Learners, Gifted students, and students with IEPs.
- Both teachers and their supervisors suggested that “managing a variety of classroom issues” is an area in which preparation needs strengthening. Teachers (92%) and principals (87%) agreed that teachers had been prepared well to “foster positive student relationships”, but both groups indicated that teachers were less prepared to address specific behaviors and challenges. All of these items fall under Standard 5.

* In this document, responses of “Good” and “Very Good” have been combined to report an overall positive response rate. For example, if 25% of respondents answered “Good” and another 35% answered “Very Good”, then the overall positive response is reported as 60%.

- Although neither group scored a specific item related to assessment below 70%, both indicated that the standard (Standard 7: Student Assessment and Data Analysis), generally, was an area for improvement.
- Although teacher answers suggested a lack of confidence in working with parents, overall, both groups indicated that preparation had supported the development of strong communication and collaboration skills (Standards 6: Effective Communication and 9: Professional Collaboration).

First-Year Principal

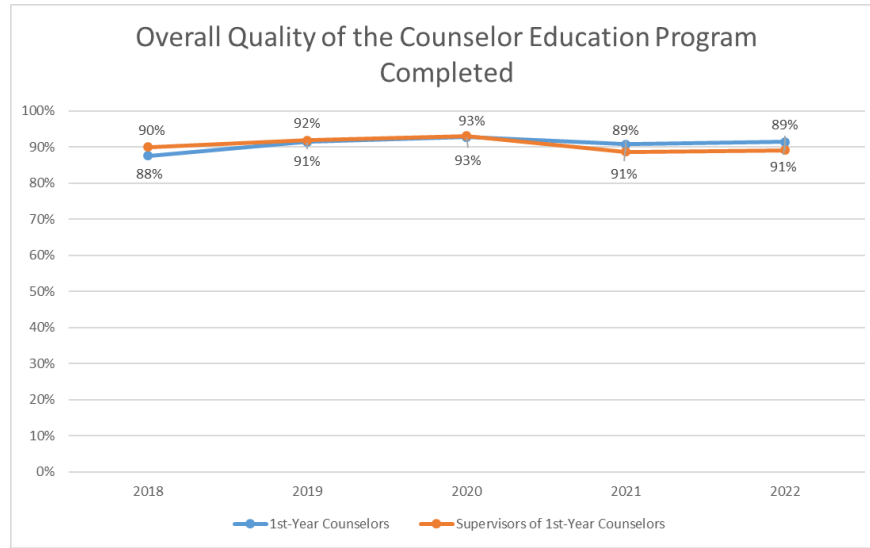


The First-Year Principal and First-Year Principal’s Supervisors Surveys each have 22 questions directly aligned with five domains of the “Aspiring” level of the [Missouri Leadership Development System Competencies](#), as well as an additional question about overall preparation. The response rate for first-year principals rose in 2022, with 79.1% of them responding compared to the 74.4% who responded in 2021. The response rate for first-year principals’ supervisors was 75.8 %, down from 80.7% in 2021. Below are some highlights.

- The vast majority of principals (93%) and their supervisors (90%) indicated that the preparation provided by the relevant education program was “Good” or “Very Good”. Additionally, there were only two items—both from the principals survey—on which fewer than 80% of respondents indicated that preparation was positive. For 5 of the past 6 years supervisors have rated the quality of preparation higher than principals rated it.
- Both principals and their supervisors reported strong preparation for building relationships with families (92% and 94%, respectively) and community members (92% and 94%, respectively). (Domain 4)
- First-year principals identified Domain 2 (Instructional Leader) as the domain for which they felt least prepared. Four of the seven lowest-rated indicators were aligned with this domain.
- First-year principals identified Domain 4 (Relational Leader) as the domain for which they felt best prepared. Four of the seven highest-rated indicators were aligned with this domain.

- Supervisors, also, indicated that Domain 4 was a strength, with five of the seven highest-rated indicators coming from this domain.

First-Year Counselor



The First-Year Counselor and First-Year Counselor’s Supervisor Surveys each have 23 questions directly aligned with five standards of the [Missouri School Counselor Standards](#), as well as an additional question about overall preparation. The response rate for first-year counselors declined in 2022, with 68% of them responding compared to the 73% who responded in 2021. The response rate for first-year counselors’ supervisors was 75%, down from 80% in 2021. Below are some highlights.

- The vast majority of counselors (91%) and their supervisors (89%) indicated that the preparation provided by the relevant education program was “Good” or “Very Good”. Additionally, there was only one item—on the counselor survey—on which fewer than 80% of respondents indicated that preparation was positive.
- Counselors feel very positive about their preparation around Standard 3 (Professional Relationships), with three of the six highest-rated indicators coming from that standard.
- Counselors indicated the greatest concern regarding their preparation to meet Standard 2 (Program Implementation). Four of the seven lowest-scoring indicators were associated with this standard.
- While supervisors did not express the same level of concern about Standard 2, generally, they did agree with counselors that preparation for implementing aspects of the district counseling plan was the weakest indicator. The 65% rating given this indicator by counselors represented the lowest rating of any item on all six of the surveys summarized in this document.
- The counselors’ supervisors indicated that Standard 5 (Ethical and Professional Conduct) was a particular strength, with four of the top five indicators coming from that standard.

Questions about this document, specifically, or the surveys, generally should be sent to eqprep@dese.mo.gov.